

**NORTH CAROLINA STATE HISTORIC PRESERVATION OFFICE**  
**Office of Archives and History**  
**Department of Cultural Resources**

**NATIONAL REGISTER OF HISTORIC PLACES**

**J. C. Price High School**

Salisbury, Rowan County, RW1597, Listed 04/21/2010

Nomination by Davyd Foard Hood

Photographs by Reginald W. Brown, June 2008-January 2009



Façade view



Rear view

**United States Department of the Interior  
National Park Service**

# NATIONAL REGISTER OF HISTORIC PLACES REGISTRATION FORM

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

**1. Name of property**

historic name J. C. Price High School

other names/site number Joseph Charles Price High School

## 2. Location

street & number 1300-1400 West Bank Street not for publication N/A

city or town Salisbury vicinity N/A

state North Carolina code NC county Rowan code 159 zip code 28144

### 3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this  X  nomination  
 \_\_\_ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic  
 Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property  
 \_\_\_ meets \_\_\_ does not meet the National Register Criteria. I recommend that this property be considered significant  
 \_\_\_ nationally \_\_\_ statewide  X  locally. ( \_\_\_ See continuation sheet for additional comments.)

Signature of certifying official

Date \_\_\_\_\_

State or Federal agency and bureau

In my opinion, the property \_\_\_\_ meets \_\_\_\_ does not meet the National Register criteria. ( \_\_\_\_ See continuation sheet for additional comments.)

Signature of commenting or other official

Date \_\_\_\_\_

State or Federal agency and bureau

#### 4. National Park Service Certification

I, hereby certify that this property is:

Signature of the Keeper

Date of Action

\_\_\_\_\_ entered in the National Register

See continuation sheet.

\_\_\_\_\_ determined eligible for the

\_\_\_\_\_ determined eligible  
National Register

See continuation sheet.

\_\_\_\_\_ determined not eligible for the

National Register

\_\_\_\_\_ removed from the National Register

\_\_\_\_\_ other (explain): \_\_\_\_\_

J. C. Price High School  
Name of Property

Rowan County, North Carolina  
County and State

## 5. Classification

### Ownership of Property

(Check as many boxes as apply)

☒ private  
☒ public-local  
☐ public-State  
☐ public-Federal

### Category of Property

(Check only one box)

☒ building(s)  
☐ district  
☐ site  
☐ structure  
☐ object

### Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>3</u>	<u>1</u>	buildings
<u>0</u>	<u>0</u>	sites
<u>0</u>	<u>0</u>	structures
<u>0</u>	<u>0</u>	objects
<u>3</u>	<u>1</u>	Total

### Name of related multiple property listing

(Enter "N/A" if property is not part of a multiple property listing.)

N/A

### Number of contributing resources previously listed in the National Register

N/A

## 6. Function or Use

### Historic Functions

(Enter categories from instructions)

Cat: EDUCATION Sub: school


### Current Functions

(Enter categories from instructions)

Cat: SOCIAL Sub: civic

<u>RECREATION</u>	<u>sports facility</u>
<u>EDUCATION</u>	<u>school</u>
<u>COMMERCE</u>	<u>financial institution</u>

## 7. Description

### Architectural Classification

(Enter categories from instructions)

Colonial Revival  
Modern Movement

### Materials

(Enter categories from instructions)

foundation Brick  
roof Asphalt  
walls Brick  
Concrete  
other Wood  
Glass

### Narrative Description

(Describe the historic and current condition of the property on one or more continuation sheets.)

J. C. Price High School  
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## 8. Statement of Significance

### Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing)

☒ A Property is associated with events that have made a significant contribution to the broad patterns of our history.

☒ B Property is associated with the lives of persons significant in our past.

☒ C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.

☐ D Property has yielded, or is likely to yield information important in prehistory or history.

### Criteria Considerations

(Mark "X" in all the boxes that apply.)

☐ A owned by a religious institution or used for religious purposes.

☐ B removed from its original location.

☐ C a birthplace or a grave.

☐ D a cemetery.

☐ E a reconstructed building, object, or structure.

☐ F a commemorative property.

☒ G less than 50 years of age or achieved significance within the past 50 years.

### Areas of Significance

(Enter categories from instructions)

Architecture  
Education  
Ethnic Heritage/Black

### Period of Significance

1931-1969

### Significant Dates

1932  
1947  
1969

### Significant Person

(Complete if Criterion B is marked above)

Hall, Lucio Henry

### Cultural Affiliation

N/A

### Architect/Builder

Barbee and Yoe - architects  
Long, Jack William - builder

## Narrative Statement of Significance

(Explain the significance of the property on one or more continuation sheets.)

## 9. Major Bibliographical References

### Bibliography

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

### Previous documentation on file (NPS)

☐ preliminary determination of individual listing (36 CFR 67) has been requested.  
☐ previously listed in the National Register  
☐ previously determined eligible by the National Register  
☐ designated a National Historic Landmark  
☐ recorded by Historic American Buildings Survey # \_\_\_\_\_  
☐ recorded by Historic American Engineering Record # \_\_\_\_\_

### Primary Location of Additional Data

☒ State Historic Preservation Office  
☐ Other State agency  
☐ Federal agency  
☐ Local government  
☐ University  
☐ Other

Name of repository: Division of Archives and History, Raleigh, NC

J. C. Price High School  
Name of Property

Rowan County, North Carolina  
County and State

## 10. Geographical Data

**Acreage of Property** Approx. 9.50 acres

**UTM References** (Place additional UTM references on a continuation sheet)

Zone Easting Northing  
1 17 545620 3948040  
2         

Zone Easting Northing  
3           
4           
   See continuation sheet.

## Verbal Boundary Description

(Describe the boundaries of the property on a continuation sheet.)

## Boundary Justification

(Explain why the boundaries were selected on a continuation sheet.)

## 11. Form Prepared By

name/title Davyd Foard Hood

organization    date 28 August 2009

street & number Isinglass, 6907 Old Shelby Road telephone 704/462-1847

city or town Vale state NC zip code 28168

## 12. Additional Documentation

Submit the following items with the completed form:

### Continuation Sheets

### Maps

A **USGS map** (7.5 or 15 minute series) indicating the property's location.

A **sketch map** for historic districts and properties having large acreage or numerous resources.

### Photographs

Representative black and white photographs of the property.

**Additional items** (Check with the SHPO or FPO for any additional items)

## Property Owner

(Complete this item at the request of the SHPO or FPO.)

name The City of Salisbury / Norfolk-Southern Corporation

The Honorable Susan Kluttz, Mayor / Taxation Department

street & number P. O. Box 479 / 8 South Jefferson Street telephone 704/638-5231

city or town Salisbury / Roanoke state NC / VA zip code 28145-0479 / 24042-0002

**Paperwork Reduction Act Statement:** This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 et seq.).

**Estimated Burden Statement:** Public reporting burden for this form is estimated to average 18.1 hours per response including the time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

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J. C. Price High School  
Rowan County, North Carolina

### 7. DESCRIPTION

#### Materials

Other: cast stone

Roof: tar

#### Overview

J. C. Price High School comprises an educational complex of four symmetrically positioned one-story brick masonry buildings erected between 1931 and 1957 on a campus of approximately nine acres that served as Salisbury's black high school from 1932 through the 1968-1969 school year. The campus comprises grounds formerly belonging to members of the Partee family that were condemned for educational use by the Rowan County Superior Court in 1931, which were supplemented in 1949 with the purchase of two small tracts, also formerly belonging to the Partee family, on the east side of the original campus. The school is located at 1300-1400 West Bank Street, in the west central part of Salisbury, and at the heart of an historically black residential neighborhood that developed here around Livingstone College (NR, 1982). The college, which had its origins as Zion Wesley Institute and was relocated here from Concord, NC, in 1882 with Joseph Charles Price as president, is located about three blocks south. The J. C. Price High School campus and the nominated acreage is a quadrangle-shaped, level, and mostly grass-covered tract bound on its southwest front by West Bank Street, by unmarked lines on its southeast and northwest sides, and on the northeast by a third unmarked line carrying along the natural hedgerow that separates the grass-covered grounds from the depressed path of the Norfolk-Southern Railroad tracks.

The historic, physical heart of the school is the Colonial Revival-style H-plan brick school building designed by Barbee and Yoe in 1931, built by Jack William Long in the closing months of that year, and occupied as Salisbury's black high school in January 1932. It faces southwest onto West Bank Street and has a shallow front lawn enhanced by a symmetrical half-circle concrete walk, linking the school's center and side entrances with the streets, and paired deodora cedars that comprise the historic landscape features. The 1931 building is flanked on its southeast and northwest sides by paired buildings erected in the 1950s that are symmetrically positioned as supplementary, complementing blocks. The large rectangular building on the east is a classroom wing designed in 1956 by Salisbury architect John Erwin Ramsay and erected in 1956-1957. It is set back from and parallel to West Bank Street and its long northwest side is parallel with the side wall of the 1931 building's east wing. The two buildings are linked by a simple covered walkway comprised of a concrete walk and metal poles supporting a flat metal roof. The walkway is recessed well back of West Bank Street and off the rear, east corner of the original school building. The pendant block on the northwest side of the 1931 building is actually

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two buildings, the 1951 gymnasium and 1956-1957 cafeteria. The L. H. Hall Gymnasium and Shop Building is a tall rectangular gable-front building, oriented to West Bank Street that is flanked by one-story blocks on its southwest, southeast, and northeast elevations. Its southeast side wall is parallel with the west wing of the original school building. It was designed by Salisbury architect John Richard Hartlege Jr. and completed in 1951 by Edward Walter Wagoner's construction company. The cafeteria, designed by Mr. Ramsay in 1956, is positioned in a slightly offset complementing position, between the gymnasium and West Bank Street. The mass and footprint of these two buildings, now linked by a fenced terrace, comprise a block that is essentially equal to the pendant classroom wing. The 1956-1957 covered walkway that linked the 1931 building with this pair of 1950s buildings has been taken down.

Today, all four of the buildings are in use for educational, social, or recreational uses and in fair to good condition. Designated paved parking areas on the southeast and northwest edges of the campus are served by driveways off West Bank Street while a third parking area, behind the west wing of the 1931 block, is served by a third driveway carrying between the main block and the gym. The rear half of the nominated acreage is grass-covered lawn that includes former playing fields. It extends to the natural hedgerow growing along the depressed tracks of the Norfolk-Southern Railroad and incorporates the railroad-owned easement/right-of-way. The boundary is drawn to exclude the Miller Recreational Center, a black community center, erected by the city in about the mid 1950s on the tract on the west edge of the school grounds that was then set apart to the city recreation commission.

### Inventory List

Note: The 1931 J. C. Price High School building faces southwest onto West Bank Street and the other three buildings are aligned in complementing positions with parallel elevations. For ease of description this building's southwest front elevation will be described as the south façade, its southeast elevation will be the east elevation, the northeast elevation will be the north elevation, and the northwest elevation will be the west elevation. This pattern will be consistent hereafter in the description of all four buildings. A floor plan of the 1931 building is included for reference as exhibit A. The numbers in parentheses in the text are keyed to the plan.



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J.C. Price High School  
1931

Barbee and Yoe, Salisbury, NC, architects  
Jack William Long, Durham, NC, builder  
Contributing building

The J. C. Price High School is an appealing Colonial Revival-style one-story brick masonry building erected on a five-part, H-shape plan with a projecting gable-front entrance pavilion centered on the elongated bar of the "H" and an auditorium tee on the pendant rear of the bar. With its elevations laid up in common-bond red brick, enhanced with a soldier-course water table, the building gains character and presence from a hierarchy of parts, studied proportions, simple classical detailing, and an overriding symmetry. The school is covered with an asphalt shingle roof. Except for the replacement of some few of its tall nine-over-nine wood sash windows with like metal sash windows, and relatively minor interior partitioning mostly inside original spaces, the building survives today largely as completed in December 1931 and placed in use in January 1932.

The long south façade of the J. C. Price High School building has a five-part symmetrical composition that reflects the architectural tradition of using projecting and receding elements to enliven the appearance of a building. Architectural development is focused on the gable-front entrance pavilion, which is centered on the façade and projects forward of the school's main block. It is distinguished by a recessed three-bay portico with Tuscan columns and engaged pilasters on brick plinths supporting a full entablature. The entrance bay and flanking windows, on the back wall of this porch, enframed by stretcher brick with stone keystones, are set in tall arch-headed openings. The double-leaf doors have twelve panes above molded blind panels and are surmounted by glazed fanlights. The flanking window bays have a complementing design featuring rectangular panels of header brick laid in a field below paired nine-over-nine sash windows, also surmounted by fanlights, whose glazing complements the pattern of the door. The architects crafted a blind arch-headed panel of reduced proportions to enrich the brick walls on either side of the recessed portico and designed a classical round, louvered wood ventilator for the upper gable that likewise features a stretcher course frame with cardinal-point keystones. The molded eaves have shallow returns on the gable front, which is also fitted with concrete steps with brick knee walls that rise from the concrete walk to the porch's concrete floor. The east and west side walls of the projecting pavilion hold tall narrow sash windows that ventilate and illuminate office lavatories.

The other parts of the façade, to the east and west of the entrance pavilion, complement its design. Two sets of large paired openings, each holding trios of nine-over-nine sash windows, appear on each side of the main block and originally illuminated the paired classrooms on the



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front side of the building, overlooking West Bank Street. The façade is framed on its east and west ends by paired projecting side-gable roof blocks that are the south ends of the building's east and west wings. Each is fitted with a trio of openings, with a large center window holding three nine-over-nine sash flanked by openings holding paired nine-over-nine sash. This three-part fenestration illuminated a large science laboratory and library in the west and east wings, respectively. The east and west gable fronts of these blocks are blind and fitted with arch-headed louvered ventilators in their upper gable ends. Supplementary entrances into the respective wings of the school are located in recessed areas immediately beside (north of) the inward facing blind gable fronts. Each contains paired nine-pane-above-one-panel doors that are protected by a braced pent roof. These entrances are also fitted with concrete steps with a brick knee wall. The entrance into the east wing has been converted into a handicap ramp.

The east and west elevations of the school's respective east and west wings are essentially similar in their appearance, including the blind gable fronts of their south blocks. The differences are the slightly greater depth of the east wing, different configurations of the classrooms along the outside walls in the respective wings, and the non-axial positioning of the entrances and passages installed in each elevation during the 1956-1957 enlargement project. The east elevation has a seven-bay arrangement, of which six bays retain their original openings fitted with either pairs or trios of nine-over-nine sash windows. The second bay south of the north end of the building was partially bricked up in 1956-1957 when a double leaf, metal door and transom were installed here to provide access to the covered walkway to the new senior high school wing. The west elevation has a slightly different, entirely symmetrical seven-bay elevation, and these original openings retain either pairs or trios of nine-over-nine sash windows. Here the paired sash in the center opening were retained in 1956-1957 and an opening, positioned at ground level below the window, was fitted with paired metal doors. These doors opened under a covered walkway to the gymnasium and cafeteria that has since been removed. Basement window openings in the north end of the west wing have been covered with painted plywood.

The north elevation of J. C. Price High School is dominated by the auditorium tee that is centered on the main block, flanked by the wings, and projects north for a distance about double the depth of the wings. These elevations are symmetrical, and the fenestration reflects the interior plan of the building. The wings each have window openings positioned near their respective inside corners that hold paired sash. Supplemental entrances with paired doors, concrete steps, and a braced pent roof, all replicating those on the front of the building, are positioned on the inside walls of the wings where they abut the north side of the main block. The elevations of the main block, between the wings and the auditorium tee, are four bays wide. Large paired openings in the wall immediately on either side of the tee hold trios of nine-over-nine sash and each pair illuminate a classroom in this space. Next, moving toward the east and

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west wings, are single windows that illuminate the janitor's closet and the school textbook storage room, respectively. Finally, in the bays immediately adjoining the east and west wings are openings holding paired sash that illuminate and vent the boys and girls lavatories, respectively.

Two rectangular blocks of unequal size and height comprise the auditorium tee. The larger, taller of the two, immediately adjoining the school's main block, contains the auditorium. It is covered with an end-gable roof that terminates at the north with a parapet whose elevated profile reflects the pitch of the roof. A towering brick smokestack rises on the north side of this parapet wall, reflecting the location of the school's original heating plant in the basement of the tee. The auditorium's long east and west side walls have a generally symmetrical four-part arrangement. The first, second, and fourth bays on each side, moving south to north, comprise large window openings. These windows have a three-part arrangement with narrow six-over-six sash flanking a wide twelve-over-twelve sash window, all below double tier transoms. Double-leaf doors protected by braced pent roofs and surmounted by glazed four-tier transoms occupy the third bay north of the main block. These doors are like the others in the school and feature nine panes above molded panels. The shorter, one-story block inset behind the auditorium at the north end of the tee was originally designed to contain the manual and industrial arts classrooms for boys. Its four-bay east and west elevations have three large window openings, now covered over with sheet plywood, to provide sunlight to the work spaces. The small openings immediately adjoining the parapet wall are also covered. On the symmetrical six-bay north end, which is fitted with a flat parapet, double-leaf doors with braced pent roofs and transoms are flanked by corresponding window openings. The six window and transom openings are covered with sheet plywood. The doors open onto concrete stoops and brick steps fitted with two-part ends.

### Interior

While the exterior of J. C. Price High School remains virtually as built, the interior has experienced some changes, mostly dating to the 1956-1957 renovation and within the period of significance. (See exhibit A.) It follows an H-shape plan that parallels the massing of the building. The front doors open into a shallow vestibule, originally flanked by small, identical offices suites, with the principal's office in the west suite. A framed opening, on axis with the front entrance, opens onto the wide, center hall which carries on an east/west axis the length of the main block. The center entrance of three into the auditorium, aligned on the north side of the hall, is also on axis with the school's front door. The east and west ends of the hall open into the perpendicular halls in the respective wings. Classrooms, lavatories, the janitor's closet, and the textbook storage room are aligned along this H-shaped hall. The essential footprint of this plan, with almost all of the original hall doorways preserved, remains intact. No copies of the original 1931 plans for J. C. Price High School are known to exist, however, the original plan of the

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interior does appear on the plans prepared in 1956 by John Erwin Ramsay for the renovation and new buildings. A copy is included as exhibit B.

The changes made in the 1956-1957 renovation occurred in association with the construction of the new classroom and cafeteria blocks, and reflect adjustments that followed on the provision of new facilities for the science and home economic laboratories and the relocation of the cafeteria in a free-standing building. The finishes in these areas, where new construction was required, is conventional and of the period. The principal's office was moved from the suite (1) on the west side of the vestibule into a renovation of the like east suite and expansion into the classroom immediately to the east. The east suite was repartitioned and partition walls added in the classroom to provide a new principal's office, secretarial space, storage, and a vault (2). To provide library space for both the junior and senior high school grades, the former library was expanded into the two adjoining classrooms on the north. With new partitioning a reading room, study areas, a workroom and storage space (3) was provided. The classroom at the north end of the east wing was partitioned to provide space for a passage (5) linking the east wing hall with the walkway to the new classroom block and a conference room (6). Fewer changes occurred in the west wing. There the student work tables and sinks in the two science classrooms (19-20) were removed and the classrooms put into use for general instruction. The former home economics lab (17) in the north end of the west wing also came to be used as a general classroom. The space occupied by existing storage/work rooms in the center of the west wing became the location of the passage (18) and staircase linking the west wing hall with the covered walkway to the gymnasium and cafeteria. The tilework in the girls' and boys' lavatories (8,15) may have been a part of this 1956-1957 work or, more probably, dating from the early 1960s. The changes made since 1969 have been minimal.

Although the original plans for the school are not known to survive, the descriptions of the building published in the *Salisbury Evening Post* on 6 January 1932 convey the character of the school interior that survives today.

Brick and stone are used for the walls of the one-story building, while the interior is handsomely finished in plastering of a buff color; hardwood floors are used throughout; the ceilings are of Celotex, which absorbs sounds, and is of the same color as the walls. Adequate lighting arrangements are provided to furnish an ample supply of daylight, while electrical fixtures may be used during cloudy and dull days if needed.

All woodwork, doors, facings, window frames and such have been finished in a beautiful walnut color, and complete a harmonious and attractive color

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scheme designed to afford permanent beauty, as well as a pleasing effect to the eye, and also to eliminate all glares.

The lockers were furnished by the Meadart (*sic*) Manufacturing company, of St. Louis. The blackboards and also seats for classrooms and auditorium were furnished by the Southern Desk company, of Hickory.

The description of the interior published in 1932 remains generally accurate to the present. The oak flooring is visible in the halls, some offices and classrooms, and the auditorium, while carpet has been laid over the flooring in some rooms adapted for offices since 1969. The molded top baseboards and toe moldings remain in place and with their mellowed original coloring in much of the building. The plain board door surrounds, rising from blocks in the baseboards, have mitered corners and those opening from the halls into classrooms and offices retain their original three-pane transoms. Most of the interior doors are original and they have nine panes above two panels. The original "walnut" finishes on the surrounds and doors on the hall side largely survive, however, some if not most are painted on the classroom side. The hall walls are also finished with original molded picture molding. The "Celotex" ceiling comprises panels of celotex held in place with battens that create a paneled effect. About one-half of the metal lockers, manufactured by the Fred Medart Manufacturing Company and installed in recessed banks along the hall walls, also remain in place. The specific integrity of the individual rooms of the school varies, however, important original fabric remains in place in nearly every space. This will be noted in the following account of spaces, beginning with the vestibule and offices, continuing down the east hall to the east wing, and back to the auditorium and along the west hall to the west wing.

The original principal's office (1), located on the west side of the vestibule, remains virtually intact to the present with original fittings and finishes. The lavatory retains its original "Sibley" commode, wall-hung porcelain-on-cast-iron sink, painted concrete floor, chair rail, paneled celotex ceiling, ceiling bulb mount, and figured glass panes in its window. While the east office (2) was repartitioned and expanded in 1956-1957, the lavatory also remains intact except that vinyl has been laid over the concrete floor. The classroom incorporated into the new principal's office suite in 1956-1957 retains original finish, that of the renovation, and even later-twentieth century material. The second of two original classrooms on the south, front side of the east hall was incorporated into the expanded library (3) as was the southernmost of three classrooms aligned on the east side of the hall in the east wing. The library's finish, also incorporates original features, those of the 1956-1957 renovation, and others of later date made to accommodate changing needs and usages. The critical features here are two banks of original shelving that survive in place in the original library space. Six compartments of original, adjustable shelving survive on the room's west wall while a four-part unit remains in place on

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the east wall. The original "center" classroom (4) in the east wing survives intact to the present with its oak flooring, plaster walls, celotex ceiling, and original chalk boards with chalk trays and flanking poster boards on its south and west walls. It is now a computer lab for Graduate Equivalency Diploma classes. The 1956-1957 passage (5) linking the east hall with the walkway has vertical wood paneling and oak flooring in the area west of the steps down to walkway grade. The remaining part of this classroom, made into a conference room (6) and now a partitioned computer lab, retains oak flooring and paneled celotex ceiling. The small teachers' lounge (7) at the north end of the east wing hall retains both original finish and a small lavatory that dates to 1956-1957.

The rooms aligned on the opposite, north side of the east hall share parallel degrees of integrity. The boys' lavatory (8), in the northwest corner of the meeting of the east hall with the east wing, and with its door opening into the east wing hall, is finished with a ceramic tile floor and tall wainscot. Two of its three existing commodes are marked "Sibley" and date to 1931 as do the two wall-hung enamel-on-cast-iron sinks on east wall. The urinals and third commode are apparently contemporary with the tilework. The small room adjoining the lavatory on the west has served as the janitor's closet (9) since 1931. It has a painted concrete floor, plaster walls, an original wood workbench and shelving on the west wall and the original laundry/mop sink in the northeast corner. The single classroom (10) on the north side of the hall, between the janitor's closet and the auditorium, was partitioned in recent years to provide rudimentary kitchen facilities in a small kitchen in the west third of the space leaving the remainder for use as a conference room. The oak floor was covered with vinyl in the kitchen and carpet in the conference room where the original plaster remains on the north wall and the paneled celotex ceiling survives. Architecturally, the important surviving feature is the clerestory window high on the hall wall which is one of three that survive in the east half of the building and provided natural light and air to the hall.

The auditorium (11), the largest space in the school building, is also one of the parts of the building that retain the greatest degree of integrity. Its plan, finishes, and furnishings all remain intact. Three doorways, with "Auditorium" in gold stencil in the lintel between the door and the transom, are set in symmetrical positions in the north wall of the hall. The auditorium is essentially one large rectangular room with the elevated stage recessed in the center of its north wall. The oak flooring slopes down, to the north, and the seating for 586 people is arranged on a double-aisle plan. The wider, center tier has thirteen seats while each of the side tiers is six seats wide. Most of the center tier, featuring laminated plywood seats with curved backs on metal frames, is original seating, while the seating of like material but different design in the side tiers appears to be both reused and of slightly later date. The long three-bay east and west side walls are defined by shallow pilasters. Two large multipane windows in each wall, together with the transoms above the outside doors at their north ends, near the stage, provide natural light.

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Artificial lighting is provided by eight pendant electrical fixtures with white glass globes suspended at the end of ceiling-mounted chains. The recessed stage is simply framed, accessible by movable steps. The wide opening is flanked by paneled wood doors stenciled with "Stage" in gold letters. These doors open onto flights of stairs that lead on the left (west) into a dressing room (11a) and on the right into a passage (11b) leading to the large room at the north end of the tee. Both access the stage which also has an oak floor, plaster walls, and a paneled celotex ceiling.

A door at the north end of the passage opens onto steps that descend to the VAT tile floor of the large single room at the end of the tee, which has painted brick walls and a celotex ceiling with an exposed metal center beam supported by a center post. This space (12) was used successively as the boys' manual and industrial arts shop to ca. 1936, as the school kitchen and cafeteria until ca. 1957, and as the band and choir room through the 1968-1969 year. Two closets are located on the south wall, and a commode is enclosed in a small chamber in the northwest corner, with a sink mounted on the enclosing wall. A stepped wood platform used for rehearsal occupies the west third of the room.

The six former classrooms in the west side of the school are all now used as offices. The single office (13) on the north side of the main hall is used by the Head Start program and has carpet laid over its oak flooring and a dropped acoustical tile ceiling. Ghost marks in the plaster on the south and east walls mark the locations of removed chalk and poster boards. Immediately to the west, the textbook storage room (14), identified with "107" in gold stenciling on the door, is an extraordinary survival from 1931. The interior and its fittings are entirely intact. The floors are oak, the plaster walls are painted green, and the paneled celotex ceiling retains its original bulb mount. A tall six-section, unpainted pine bookcase, with seven shelves per section, occupies all of the room's east wall except for the area where the door opens into the room. On the west wall are a smaller four-section, seven-shelf unpainted pine bookcase and a green-painted wood cupboard for supplies. The girls' lavatory (15), in the northeast corner of the junction of the main hall with the west wing, features the same ceramic tile floor and the tall wainscot seen in the pendant boys' lavatory. The walls are plaster and the ceiling paneled celotex. While the wall-hung sinks have been replaced and a new commode has been added for the handicap stall, the other five stalls retain their original "Sibley" commodes. The north end of the west wing hall, adjoining the lavatory, has been fitted with a simple, partial-height wall to provide a small work space (16).

The large room (17) at the north end of the tier of classrooms in the west wing, used from 1932 to ca. 1957 as the home economics laboratory, has two doors opening into the west wing hall. It retains its original floor, wall, and ceiling materials and finishes, the original chalk and flanking poster boards on its north and east walls, and a later poster board on the south wall. Next, to the

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south, is the passage (18) leading out to the gymnasium and cafeteria. It is fitted with two flights of full-width stairs with a landing and sheathed with vertical boards. A door in the north wall at the foot of the lower flight opens into the basement storage area under the home economics laboratory where brick-laying classes were taught for an undefined period. This basement area has a poured concrete floor, painted brick walls, and is used for storage by the building's present occupants.

The center classroom (19) in the west wing was used as a science laboratory. It retains a ceramic sink and chalk and poster boards on the south wall and another chalk board on the north wall between two doors that opened into areas now occupied by the passage. It has carpet over its oak flooring, a dropped acoustical tile ceiling, and portable office dividers. The science laboratory (20) at the south end of the west wing has likewise been fitted with carpet and a dropped ceiling and partitions to define office spaces. It retains its original chalk and poster boards on the north wall and later framed poster boards on the east and west walls.

The two front classrooms on the south side of the hall in the main block are also now used as offices and both have carpet laid over their oak flooring and painted plaster walls. The westernmost (21) of the two has its chalk and poster boards with chalk trays on its west and north walls and a later poster board on the east wall. The ceiling is dropped acoustical tile. The east classroom (22) of the pair also retains its original chalk and poster boards with chalk trays on its north and west walls and a later framed poster board on the east wall. It retains its paneled celotex ceiling and the walls are enhanced with a picture molding.

Senior High Classroom Building  
1956-1957  
John Erwin Ramsay, architect  
Contributing building

Rectangular in plan, this one-story brick masonry building erected in 1956-1957 reflects contemporary design of the period and the use of standardized components, however, it defers to the earlier Colonial Revival-style main building in its detached, complementing siting and certain symmetries in its finish that parallel those of the earlier building. It stands about forty-eight feet east of the 1931 building. The two are connected by a covered concrete walkway, about eleven-and-one-half-feet in width and protected by a flat metal roof supported by metal posts and lintels. The building has a flat composition roof and a simple cap along its edges, atop the elevations. It has a cross-hall plan with an axially centered north/south hall, lined by classrooms, and an intersecting cross hall positioned north of center. The larger south block contains eight identical classrooms, aligned in tiers of four on each side of the hall. The smaller



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block north of the cross hall contains paired science laboratories on its west side and the large home economics lab and lavatories on the east.

The building's north and south elevations and its east and west elevations are paired and essentially replicate each other. The shorter north and south elevations are symmetrical with centered recessed entrances flanked by blind brick walls of oversized common-bond brick. The walls project beyond the building's side elevations and have the appearance of fire or parapet walls. Paired metal doors, flanked by narrow sidelights, below transoms, open into the center hall that carries the depth of the building and is the spine of its cross-hall plan. On the north elevation a single metal door is positioned at the west edge, apparently having served as a safety or fire exit for the science lab.

The principal architectural development occurs on the long east and west elevations. They comprise two unequal sections of like appearance, framed at their north and south ends by the projecting brick end walls and divided, north of center, by the ends of parallel brick walls that frame the recessed side entrances and carry inside along the north and south sides of the east/west cross hall. The east and west entrances feature paired metal doors flanked by large-pane sidelights and a broad transom. The differences in the respective lengths of the two parts of these elevations reflect the interior plan, however, both have the same decorative brick apron below four-pane tiers of metal frame windows and a continuous blind metal transom that has the appearance of a plain classical frieze. The eaves, above these windows, are sheathed with a black and white fiberglass-appearing material. The apron is made up of stretcher bricks laid in stacks on a diagonal, in a sawtooth fashion, between a base course and the window sill course of header brick laid on their narrow sides. The fenestration in the wider south section of the east and west elevations is made up of twenty-four adjoining glazed bays with six bays providing light and ventilation for each of the four classrooms. On the west elevation, north of the side entrance, are eighteen glazed bays. Each of the two large science laboratories are illuminated by eight bays with the storage area between the two fitted with two glazed bays. On the pendant east elevation, a six-bay wide section immediately north of the side entrance is finished as a blind brick wall, defining the location of the interior lavatories, while the remaining twelve bays are glazed and provide natural light and air to the home economics classroom.

The interior of the classroom building has a simple, functional utilitarian appearance and retains a high degree of integrity except for the removal of the lockers lining the north/south hall, the removal of the tables and work stations in the science laboratories, and the simple adaptation of the former home economics lab as the cafeteria for the Head Start program that utilizes the eight classrooms in the south block of the school. The principal east and west entrances open into the hall with brick walls and ceramic tile flooring that continues in the north/south hall. The crossing is marked by four symmetrical skylights. Three wall sections are fitted with a trough-

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like construction at the base of each wall which formed the bases of lockers in this hall. The fourth wall section, on the north side and east of the crossing, is fitted with three doors that open, respectively, into a telephone room, the janitor's closet, and the boy's lavatory. The girl's lavatory is served by a door on the east side of the north/south hall, just above (north) the crossing. The lavatories have metal stalls and fittings that are both original and added or replaced for used by the younger, smaller children in the Head Start program. The interior partition walls in the building are painted concrete block except those between the north/south hall and the classrooms aligned along it which are wood frame. These simply paneled walls incorporated recesses, to receive the banks of lockers, that projected into the respective classrooms, where they were mounted with framed chalk boards. Although the lockers were removed following the 1968-1969 school year, the recesses remain in place and have been sheathed over along the halls. The ceilings throughout the building have exposed painted metal trusses/support beams and exposed piping, etc. Most of the original metal light fixtures remain in place. Heating was provided by steam radiators inset in the wall below the windows.

The eight classrooms arranged in tiers of four along the hall in the south part of the building are the same size and virtually identical in their finish and fittings. The hollow-core doors have small inset windows. The only visible change since completion in 1957 is the addition of sinks in small, low counters, in each classroom, for use by the young children in the Head Start program. The floors are covered with VAT square tile of a predominant chocolate color with varied streaking. The walls are painted, as noted, and the ceilings feature exposed metal support beams, pipes serving the radiators, and six pendant light fixtures with concentric metal rings per classroom. The ceilings are finished with a black and white fiberglass-like material. Each classroom is also fitted with three skylights aligned in the ceiling near the hall wall. Some of these retain their metal blinds as do the windows. Each classroom is fitted with a wood-framed chalk board and tray on the hall wall, a wood-framed chalk board and tray and flanking poster boards on the north wall, and a framed poster board on the south wall.

The finish on the laboratories in the north section of the building essentially replicates that described above. The home economics laboratory is one large room with a lavatory enclosed in the center of the classroom's south wall. The partial-height concrete block walls defining the L-shaped food preparation area in the northwest corner remain. All of the fixtures in use when this was a classroom have been removed and new cooking and food preparation appliances and tables have been added for the Head Start cafeteria. While these fittings have been replaced, the original architectural fabric and finishes have remained intact. New tiles have been laid with the original on the floor where equipment was replaced and the concrete sub-floor was exposed. The finished and fittings of the two science classrooms remain in place except for the post 1968-1969 removal of the student tables and study stations. The southernmost of the pair is now used for

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storage while the north room remains in classroom use. The storage area and dark room between the two laboratories retain their original fittings.

### L. H. Hall Gymnasium and Shop Building

1951; ca. 2001

John Richard Hartlege Jr., architect

Edward Walter Wagoner, builder

Contributing building

Essentially devoid of any degree of architectural refinement, the L. H. Hall Gymnasium and Shop Building is a large utilitarian brick masonry building comprising the rectangular front-gable roof gymnasium and one-story flat roof rectangular blocks occupying most of its north and south elevations and all of its east side. The plain red utility brick are laid in a one-to-five bond with five rows of stretchers alternating with a header course. The gymnasium block has four large symmetrical window openings at the second-story level aligned on its east and west elevations. Those on the east side have been fitted with metal covers while the openings on the west elevation have been permanently infilled with common-bond brick. The building's window and door openings have soldier-course lintels, and the windows have header-course sills. The gymnasium was built with four doorways, fitted with double-leaf doors, at ground level. Those on the extreme east edges of the building's north and south gable ends remain in use with metal double-leaf doors. The like openings at the north and south edges of the west elevation, which opened onto low concrete stoops, have been refitted. The southernmost opening was partially infilled with brick and the second half was later infilled with metal. The right (south) leaf of the northernmost door remains in use while the pendant half has metal infill. The stoops remain.

The exterior appearance of the one-story blocks is largely unaltered except that all of the window openings have been fitted with brown metal and/or plywood covers. The south block contained the girls' dressing rooms. It has six symmetrical horizontal openings positioned high on its south side, two window openings of different sizes on the east side, and a door opening onto a stoop, flanked by small openings on the west side. The boys' dressing room block on the north end of the gym has similar three-bay arrangement on its west side, an asymmetrical arrangement of two bricked-in openings and four horizontal window openings, high on the wall, on the north elevation, and two openings on the block's east side. The industrial arts shop block occupying the east side of the gymnasium also has asymmetrical elevations. On the north, the shop has a large window opening and a conventional door which opens, together with the nearby gymnasium doors, onto a concrete pad under a simple metal-roof porch. The shop's long east elevation has a seven bay arrangement with varied-sized window openings, an original double-leaf door and a later conventional door fitted into a window. The block's south side has a large and a small window opening.

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The gymnasium interior is one large space with painted concrete-block walls, a composite vinyl and rubber floor, and an open ceiling with exposed structural metal roof supports and wood sheathing. The spectator seating has been removed. The north and south walls retain their original outside entrances and two additional doors, per wall, which opened into the respective dressing rooms. The girls' dressing room block was remodeled in about 2001 to plans prepared by Salisbury architect Karen Alexander's firm. It now contains an entrance lobby in its west half, with doors accessing the gym and men's and women's lavatories. A bronze memorial plaque honoring the building's dedication as the "L. H. Hall Gymnasium and Shop Building" is mounted on the north wall of this lobby area. Its finishes, like those of the four-room office suite in the east half of the block, with wallboard partitions and dropped acoustical time ceilings, are conventional.

The boys' dressing room complex at the north end of the gymnasium remains essentially as completed in 1951 with dressing areas for home and visiting teams, a twelve-head shower room, a toilet room, and a large storage area for uniforms and equipment at its east end. The rooms have painted concrete block walls and plaster ceilings. The two dressing rooms have concrete floors. An anteroom leading into the toilet and shower rooms has a ceramic tile floor, as do both those rooms which also have a six-foot high wainscot of the same ceramic tile. Two commodes and a urinal are original and have a "Standard" label. This block also houses a mechanical services room that is accessible only from an outside door on its west side.

The shop block was originally one large work area with a drafting room partitioned on its north end and three small rooms partitioned across the south end. The large room has a finished concrete floor, painted concrete block walls, and a plaster ceiling. In recent years, ca. 2001, a simple frame partition wall has been added near the center of the room, sheathed with wallboard, and the north half is now used for wrestling. The remaining south "half" of the shop is unused. It has a lumber rack on its west wall, an original "Standard" wall-mounted water fountain, and a wash tub. At the south end a lavatory is positioned in the southwest corner of the block. It has a ceramic tile floor and wainscot like that in the boys' dressing room complex. In the center is the larger of the three small rooms, which is fitted with paired metal doors opening into the main shop. The smaller room in the southeast corner has a conventional door and wood work tables and shelves at its north and south ends.

Cafeteria  
1956-1957; ca. 1997  
John Erwin Ramsay, architect  
Noncontributing building

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This smallest of the four buildings comprising the historic J. C. Price High School is a one-story rectangular brick masonry building with a contemporary wing on its east side. The brick are slightly over-sized. It was built as a cafeteria, put into service in 1957, and used as the school cafeteria through the 1968-1969 school year. While the exterior of the building remains as designed, with its appealing, idiosyncratic brickwork, except for a door introduced on the façade and a refitting of the entrances in the wing, the interior spaces were completely remodeled to plans prepared in 1997 by KKA Architecture. The drastic, unsympathetic character of this remodeling both altered the original plan and removed virtually all traces of the original finish. The interior changes compromised the significance of this Modern Movement building and resulted in its noncontributing status. The remodeling was undertaken to benefit the Salisbury Community Development Corporation, the present tenant.

The cafeteria's main block is a rectangle with its principal architectural development on its long south, three-part West Bank Street elevation. The elongated center section, flanked by blind common-bond brick walls, has its own three-part design. The lower two-thirds of this section is finished with stacks of brick, laid on a diagonal like those appearing on the classroom building of the same date, which create a visually-arresting effect. A horizontal tier of sixteen windows, surmounted by a blind eight-panel transom, occupies the top of this section. The façade and the other elevations are finished with a simple plain-board wood cornice with a metal cap. In the remodeling a conventional metal door was inserted at the east edge of the façade. The west elevation has a two-bay fenestration. The north elevation, which is linked to the gymnasium by brick steps, a walkway, a handicap ramp, and metal fencing between the buildings, has a recessed service entrance at its west end, the former entrance for students near the center, and a band of eight windows like those on the façade.

The east wing adjoins the south half of the main block's east elevation. Its elevations are blind except for the recessed areas on its north and south sides, abutting the main block, which originally featured paired doors with a flanking window wall. This entrance/fenestration pattern was altered on the south to include a conventional width glazed door and a larger paneled window wall. The wing's blind brick walls are laid up in stacked oversized brick. The south and east walls are enhanced with simple decorative modernistic brickwork of varying sizes and colorations.

The east wing was designed as an anteroom for the cafeteria with paired doors in the partition wall linking the two blocks. Student entrances were positioned in the north and south recesses abutting the main block. They opened into a spacious lobby with girls' and boys' lavatories located on the east side. A half-circle basin for hand washing was mounted on a screen wall in the lobby. The east half of the main block served as the students' dining room. The kitchen, pantries, and a lavatory for the cooks occupied the west half of the building. In the remodeling

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to the 1997 plans, the interiors of both blocks were remodeled and virtually every element of the original finish was eliminated. New partitioning created offices, conference rooms, and related areas aligned along a L-shaped hall linking the wing with the original service door at the rear of the building. The finish of these rooms, with carpet on the floors in the offices and meeting areas, vinyl flooring in the halls, wallboard walls, and dropped acoustical-tile ceilings is conventional and of no visual interest. Restrooms for men and women are positioned in the spaces formerly occupied by the student lavatories.

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### 8. STATEMENT OF SIGNIFICANCE

#### Architect/Builder

John Richard Hartlege Jr. – architect  
John Erwin Ramsay – architect  
Wagoner Construction Company

#### Summary

The J. C. Price High School, a Colonial Revival-style one-story brick veneer school erected in 1931 with important additions made in 1951 and 1956-1957, occupies an important, unmatched place in the history of Salisbury, the county seat of Rowan County. Named for the pioneering black educator Joseph Charles Price (1854-1893), the president of nearby Livingstone College, the school is both the first and only public school building in the city of Salisbury erected for the exclusive use as a high school by black students.

The period of significance begins in 1931 with its construction and extends to 1969, when it was abandoned as a public high school at the end of the 1968-1969 academic year. When the city's schools were fully integrated at the opening of the 1969-1970 school year, black and white high school students entered the classrooms of Boyden High School, the city's white high school, which was subsequently renamed Salisbury High School. J. C. Price High School satisfies National Register Criteria A, B, and C and holds local significance in the areas of architecture, education, and ethnic heritage (black). Through its exceptional importance as a black educational institution, unequalled in the city of Salisbury, J. C. Price High School satisfies Criteria Consideration G. The school is also important for its association with the career of Louico Hamilton Hall (1879-1964), who pioneered black high school education in Salisbury, beginning with his appointment in 1911 as principal of the Salisbury colored graded school, continuing with his tenure as principal of the first J. C. Price High School/Monroe Street School attended by students in the first through eleventh grades, and culminating with his service as principal at this school from 1932 to 1947. The construction of this school, the first in the city erected exclusively for the education of black high school students, was the crowning achievement of Mr. Hall's life-long commitment to providing full high-school educational opportunities for black students in Salisbury. His tenure as principal of the second J. C. Price High School represented the culmination of a distinguished career in black public education that is peerless in the city.

The focus of enormous pride in Salisbury's black community, from its construction in 1931 to the present, J. C. Price High School also holds important associations with the Julius Rosenwald Fund and its support for black public school construction and education from the 1910s until



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1932, when funding for school construction was ended following Mr. Rosenwald's death. The Rosenwald Fund supported the construction of the school with a building grant of \$5,300 which was both the largest such grant in North Carolina in the 1931-1932 year and a significant part of the approximate \$30,000 cost of the building. The inclusive cost of the new black high school was \$38,689.34 comprising the construction, heating, plumbing, wiring, and equipment. The six-acre lot which became its campus was acquired for an additional \$3,719. The Julius Rosenwald Fund also contributed \$600 for the library and \$300 for equipment. Erected by Jack William Long (1888-1948) in the closing months of 1931, the building was effectively completed by 6 January 1932 when the *Salisbury Evening Post* published a long, front-page article celebrating its construction and the school's place in the city's educational efforts for its black citizens. Julius Rosenwald died that same day in Chicago. Classes were first held in the school a couple of weeks later.

The architectural significance of J. C. Price High School is also associated with the Julius Rosenwald Fund and its publication of model plans for different-size school buildings in *Community School Plans*, which was first issued in 1924. The Rosenwald Fund published a revised edition of the booklet in 1931 having adopted "The Georgian-Colonial style . . . throughout, since it is important to the community to have architectural character in these buildings." Price High School, with its fourteen classrooms, was larger than the twelve-teacher school, the largest in the 1931 publication. The design of the school, a modest, yet elegant symmetrical H-plan building, with a handsome entrance and simple detailing is not a copy of a specific plan. Instead, Barbee and Yoe, the architects of the building, and particularly Thomas Hooper Yoe (1902-1955), the critical figure in the partnership, found the genesis of their design in the newly-promulgated architectural philosophy of the Julius Rosenwald Fund and produced an appealing Colonial Revival-style school whose appearance and fabric survives with remarkable integrity to the present. When additional facilities were added to the campus in the 1950s, in two separate building programs by two different architects, both exercised deference to this landmark in black educational history in Salisbury and placed their buildings in complementing, positions on its east and west sides, preserving and enhancing the architectural hierarchy that distinguishes J. C. Price High School.

### Historical Background and Education and Ethnic History (Black) Context

The construction of the J. C. Price High School in 1931-1932 and its use as the public high school for black students in Salisbury from 1932 until 1969 has its origins in two sustained efforts in black education that came to fruition in this building, namely, the Quaker-supported school for freedman established in 1866 here that defined the first important step in black public education in Salisbury, and the relocation of Zion Wesley Institute to Salisbury in 1882, coincident with the election of Joseph Charles Price as the school's president. In the brief space of some dozen years Mr. Price (1854-1893) gained an extraordinary reputation as an orator,

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educator, and civil rights pioneer; he led the small school, supported by the A. M. E. Zion Church, through its formative years, its incorporation as Zion Wesley College in February 1885, and its renaming in 1887 to honor David Livingstone (1813-1873), up to his unexpected death in autumn 1893 and burial on the college campus. The J. C. Price High School is one of three buildings named for Mr. Price, which stand on or near the college campus, and one of only two which continue to bear his name. The first built of the three was the three-story brick school for black students that was completed in 1922 at 1100 West Monroe Street, Salisbury, and faced south onto the campus of Livingstone College. Although it (Monroe Street School, NR, 2004) was built to serve students from the first through (then) high school grades, it was named the J. C. Price High School and held that name and distinction only from ca. 1923 until winter 1931-1932, when the high school grades were relocated in this building and the memorial name transferred with them. Price Memorial Building, constructed in stages over an extended period and completed in 1943, houses the Livingstone College administrative offices. This Classical Revival-style school building is thus the earliest surviving permanent memorial to the famed educator.<sup>1</sup>

Joseph Charles Price's arrival in Salisbury in 1882 was preceded by that of the Quaker educators in about 1866. On 5 October 1866, trustees of the Association of Friends of Philadelphia and Its Vicinity, for the Relief of Colored Freedmen, purchased an acre of land for \$145 on the New Concord Road on the east side of Salisbury (Rowan Deeds, 43/420-21). This school and the contemporary Dixonville Baptist Church, established by the Reverend Harry Cowan (1810-1904), were the nucleus of a community of freed slaves and freedmen that developed into a many-block community known as Dixonville.<sup>2</sup> The school apparently operated under Quaker auspices for some twelve years. In April 1878 the trustees transferred title to the property, the school, and improvements, to trustees of the Dixonville Baptist Church (Rowan Deeds, 54/458-60). The character and nature of black schooling here in the years immediately after the transfer remain to be fully examined.

In 1881 a Colored Normal School was established in Dixonville, probably in buildings that formerly housed the Quaker school and were now owned by the Baptist congregation. The city's *Carolina Watchman* carried an account of the exercises at the close of its first year on 20 April 1882 describing the school as "a State Institution, conducted by Prof. Richardson and Rev. Mr. Crosby. . . . This Normal School gives promise of great usefulness to the colored people of this section, and ought to be cherished." The school, established to educate and train teachers for black students, operated on these Dixonville premises until 1900 when it was relocated to Livingstone College and later incorporated into its own teacher training program. The influence of the Quaker school and the State Colored Normal School gave rise to both private and public schools for blacks that comprise the basis of black public education in Salisbury and are antecedents of the J. C. Price High School. Arguably the most important and certainly the

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longest-lived was the Salisbury Colored Graded School. In June 1885 the Salisbury Graded School Committee, including the Rev. Dr. Jethro Rumble, pastor of the Presbyterian Church, and the Rev. Francis Johnstone Murdoch, rector of St. Luke's Episcopal Church, among others, purchased a tract of land in Dixonville that was the site of a black school into the third quarter of the twentieth century (Rowan Deeds, 65/36). This acreage was about two blocks west of the earlier school site. The Salisbury Colored Graded School was succeeded at this location by the Salisbury Colored Public School, the Dixonville School, and last by the Lincoln Elementary School, whose last-built building was abandoned for educational use at the end of the 1969-1970 school year and now survives in boarded-up, derelict condition.<sup>3</sup>

In about 1882, when Joseph Charles Price and the trustees of the Zion Wesley Institute sought acreage on which to relocate the school, it is unclear whether they sought property in the Dixonville area or turned directly to land at the southwest edge of Salisbury. Here, at the near edge of the city's West Ward, a tract of some forty acres was purchased of James Gray and became the campus of the school to be known as Livingstone College.<sup>4</sup> Temporary buildings were soon supplanted by Huntington Hall, Dodge Hall in 1886, Ballard Hall in 1887, all of which survive, and Hopkins Hall, also of 1886, which is lost. A sizable residential community developed in the area surrounding the school, which fronted on today's Monroe Street, and streets were laid out in this community lying south of the Western North Carolina Railroad tracks. It was this neighborhood of black college professors, business and professional men, laborers and domestic workers, which grew to become a second large black community in Salisbury. One of the men who came to this growing community was Robert Partee whose lands would be condemned in court proceedings in 1931 as the site of the J. C. Price High School.

Over time the children in the Livingstone College community attended schools either at the college or associated with it. Many others came from neighboring counties and further afar. Louico Hamilton Hall (1879-1964), who would be principal of the J. C. Price High School when it opened in 1932, was one such student. Mr. Hall was born in either Rowan or Cabarrus County, the son of Nathaniel and Hannah Hall, and spent his childhood and teenage years on a farm. He is said to have come to Salisbury in 1898. He was soon studying at Livingstone where he graduated from the high school in 1902 and with a college degree in 1906. He returned to Livingstone College as a teacher in 1909. In 1911 he became principal of the Salisbury Colored Graded School in Dixonville.<sup>5</sup>

While the history of black public education in Salisbury awaits its scholar, the graded school at Dixonville apparently served as the principal public school for black children in Salisbury from its founding in about 1885 through the first two decades of the twentieth century. Its facilities were pressed by an expanding population as was that of the city's white schools, which were four in number in the early twentieth century plus the white high school. There was also the

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issue of the growing number of black school-age children who lived in the expanding black neighborhood that developed around Livingstone College. A movement emerged in this community, led in part by college figures and other civic leaders in the city's black citizenry, for a black public school in Salisbury's West Ward. This need and those in the white schools coalesced in actions by the Salisbury School Board, beginning in 1920.

Cognizant of the means employed throughout North Carolina to fund school construction, the Salisbury School Board debated the matter of a major bond issue in the closing months of 1920. In January 1921 they began taking a series of steps that resulted in a special election on 7 June 1921 "to approve a special annual tax not to exceed fifty cents on the one hundred dollars valuation of property . . . , for the purpose of paying the cost and expenses of operating and maintaining public schools. . ." and to authorize "the issuance of bonds of the City of Salisbury in an aggregate amount not exceeding \$500,000 for the purpose of constructing, reconstructing, altering, furnishing, and equipping buildings for school purposes, . . ." The language of this resolution adopted by the school board on 15 April 1921 reflected wide public sentiment and funded the first broad, sustained improvement in education and educational facilities in the history of Salisbury. Although the construction of J. C. Price High School, coming a decade later, was not a part of this expansive program it would become the effective capstone to the initiative and the last major school building erected in Salisbury in the period up to World War II.<sup>6</sup>

Salisbury voters approved the special tax and bond issuance and the school board moved forward to meet the needs of the city's white and black children. On 28 June 1921 the board adopted a resolution establishing five standing committees with finance at the head of the list and the "Committee on Buildings and Grounds" as the second named committee. On 5 July Henry P. Brandis, reporting for the buildings and grounds committee, advised the board "An effort is being made to secure additional grounds for the colored school at Livingston (sic)." At a joint meeting of the school board and the Salisbury Board of Aldermen on 18 August 1921 the educational needs of the city were addressed in further detail and the issuance of \$250,000 in bonds was proposed "to cover the payment of the accumulated debts of the school, the immediate necessities of the several white schools, and a building for the negro school." That school building, described earlier in the minutes as "a negro school in the West Ward," was the first building in the city of Salisbury to bear the name of Joseph Charles Price.

The School Board pressed forward and opened discussions with architect Harry Barton of Greensboro. Mr. Barton was present at the meeting on 6 September when he "presented plans for the enlarging of West Ward, Innis and North Main Schools" at an aggregate cost of \$169,000. These were three of four existing white graded schools in Salisbury. The board then requested Mr. Barton "to make sketches for (the) proposed colored school building of not less

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than eighteen rooms.” The board did not advance its discussions with Mr. Barton. Instead, on 27 September, it considered the counsel of the school superintendent, T. Wingate Andrews, who noted “the policy of other cities in employing expert advice in addition to the service of an architect in planning their building programs, citing Winston-Salem and Greensboro as examples.” Archibald Henderson Boyden (1847-1929), chairman of the school board, Walter M. Crump (1883-1924), and others were to travel to Winston-Salem for a conference with that city’s school superintendent. There they learned that Winston-Salem’s school board had engaged Dr. George Drayton Strayer of Columbia University as its educational consultant and advisor on projects including the new R. J. Reynolds High School and Memorial Auditorium then in the planning. While Superintendent Andrews was instructed to contact Dr. Strayer, the board decided on 11 October to hire Willard C. Northup of Winston-Salem as the architect for the proposed school construction in Salisbury.<sup>7</sup> Mr. Northup met with the school board in Salisbury on 31 October when he was asked to make a study of the three white graded schools and “to consider plans for the erection of a Negro School on the lot near Livingstone College.”

The architect and the school board moved quickly. Preliminary plans for the four projects were presented and approved on 29 November 1921. Three weeks later, on 20 December Mr. Northup returned to Salisbury and presented plans for the four buildings which were adopted. Specifications were prepared and the projects put out to bid. Bids were reviewed by the school board on 14 March 1922. The contract for the West Ward colored school, a twelve-classroom building with an auditorium, was awarded to Salisbury builder Leonidas Sloan Bradshaw (1884-1951), whose bid of \$38,474.70 was the lowest of six submitted by builders including that of black brick mason Adolphus Darius Pharr (1876-1959). The building at 1100 West Monroe Street was completed in 1922, placed in service, and named for Joseph Charles Price.<sup>8</sup>

In 1923 the J. C. Price School represented the largest investment to date by the city of Salisbury for the education of its black school-age children. It also represented dramatic improvements in the education of black citizens. According to local black tradition, from about 1885 until 1911 the school at Dixonville consisted of only seven grades. An eighth grade was added in 1911 with the arrival of Louico Hamilton Hall as principal, and the ninth grade in 1912. The addition of these higher grades effectively constituted the creation of a colored high school division at Dixonville. This was an important achievement for Mr. Hall and the first step in a series of advances that would culminate at J. C. Price High School. In 1919 the Dixonville school graduated its first high school class; these twelve black students are the first to have completed nine grades in the public schools of Salisbury. When professor Hall moved to the newly-completed Monroe Street school as principal, the eighth and ninth grade high school classes were also transferred to the new facility. The new twelve-classroom building housed grades one through nine and functioned both as a second graded school for black students living in west

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Salisbury and the only black public high school in Salisbury from 1922 until 1932 when J. C. Price High School was completed and opened at 1300 West Bank Street.

During this period improvements were made elsewhere in the Salisbury school system. The most imposing building project and the costliest of the 1920s was the construction of Boyden High School, for white high school students in the city, also by Leonidas Sloan Bradshaw to the designs of Christopher Gadsden Sayre (NR, 1996). With the completion of the new school on Monroe Street, which was also the first brick building erected for black public education, the condition of the antiquated wood frame facilities in Dixonville could no longer be tolerated, and a new seven-room (elementary) graded school for grades one through seven was approved at a school board meeting on 10 July 1923. It was not an entirely new facility. Its construction incorporated materials salvaged during the demolition of the frame annex to the white high school on Ellis Street and some of its classrooms were furnished with reconditioned desks.

While the construction of Boyden High School met both the short and long-term needs for white high school students in Salisbury, and other projects met those for the lower grades, increasing numbers of black students soon strained the new facilities in Dixonville and at the Price High School on Monroe Street. Need for recreational grounds was felt immediately at Price. The minutes of the board meeting held on 10 February 1925 included the following mention. "The special Committee which was appointed to look into the additional property for the Negro School reported favorably. Quite a lot of discussion was entered into regarding the advisability of buying more property at the present time. The matter was left for further consideration." On 31 July 1925, when the issue was raised again, the board passed a motion "that the matter of securing additional property for Price High School be delayed until the completion of the new High School." In fact, the issue of providing adequate grounds for the new school and property for potential expansion was postponed through the remainder of the 1920s. The construction and outfitting of the new white high school at a total cost of about \$500,000 was straining the system's finances and the stress would be felt into the 1930s when the effects of the national depression deepened and worsened the impact locally.

Coincident with the construction of Boyden High School, the Salisbury School Board set the schools for black students apart in a "Colored Division." Precisely when and how this separation became operative remains to be confirmed, however "the Colored Division of the City Schools" appears in the minutes of a board meeting on 8 September 1925. Over time matters concerning black education in the city received increasingly less mention in the board minutes. In October 1925 the minutes made note of the "alarming conditions" at Salisbury's colored schools. At the board meeting on 10 March 1926 Guy B. Phillips, who had succeeded T. Wingate Andrews as superintendent in June 1925, reported the problem. "Conditions in the Colored Schools are serious because at the present time 4 grades are doing double section work, making a total of

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approximately 325 students who are getting only a half day of school. There is a total enrollment of 978 students with only 20 classrooms available. This condition calls for a definite study by the Board.” W. M. Ruth and Henry W. Davis were appointed as “a Committee to look into the proposition.”

Although the committee made a report on conditions to the board later in the spring no remedial action was taken. On 7 October 1926 when the superintendent made his report on the opening of the 1926-1927 school year, with a total of 3,910 students in the citywide system, “the general condition of the school was reported as being good.” That was true in Salisbury’s white schools but not in those educating its black students where the “Colored situation remains practically the same, with eight double sections. The Board will very soon have to consider some means of relieving the congestion in the Colored division.”

At the end of the 1926-1927 school year, Louico Hamilton Hall made his report as principal of the J. C. Price High School. Seven of the twelve classrooms in the West Monroe Street building were used for high school work with seven high school teachers. A total of 221 high school students were enrolled that year with 80 in the 8<sup>th</sup> grade, 67 in the 9<sup>th</sup> grade, 44 in the 10<sup>th</sup> grade, and 30 in the 11<sup>th</sup> grade.<sup>9</sup> By September 1929, the letterhead of the Salisbury City Schools system included only the name of the superintendent Guy B. Phillips, those of the principals of the four white graded schools, and that of Frank B. John, principal of the “High School.” The city’s black schools are entirely omitted.

In the event permanent relief to overcrowding did not come until January 1932 and the opening of this new J. C. Price High School. For much this period the city school board entertained a cooperative venture with Livingstone College.<sup>10</sup> On 31 May 1927 the meeting minutes record “The Superintendent met with the Board of Trustees of Livingstone College and found a hearty response to the proposition to combine with the College in completing the program for the Negro Division of the schools.” Three board members were made a committee to pursue the matter. But procrastination was the order of the day. In fall 1927 a total of 630 students were attending classes in the elementary and high school departments of the Price School where double sessions were run in three grades. Two-hundred thirty-seven students were enrolled at Lincoln School in Dixonville. These 867 black students and 3,166 white students being educated in five altogether larger, better-equipped schools constituted the enrollment of 4,033 students.

But the situation would worsen. In March 1928 Superintendent Phillips reported on a petition from the parent-teacher association of Price High School requesting the board to consider purchasing “additional land known as the Partee property for school purposes.” Three years would pass before concrete action was taken on this proposal. Meanwhile, in September 1928 six grades at Price were doing double classes with half-day attendance. This was described as



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alleviated somewhat the next month by "placing a grade on the stage in the auditorium." However, a year later, in September 1929, "In the Colored Schools, they are now teaching about three hundred children on half day shifts." This situation, whereby about one-third of the city's black school children were receiving a half-day's instruction, became intolerable--in the black community--and demanded the school board's attention on 29 October 1929. "A delegation of Colored citizens whose children attend the Price High School appeared before the Board" seeking resolution of the matter and suggested that rooms be rented in the nearby Moore's Chapel A. M. E. Zion Church and a black fraternal hall.

In the event it was the press of students in the elementary grades at Price High School as much as the now inadequate modern high school facilities that forced matters forward. Also factoring into the discussion was the small lot on which the school stood, without sufficient grounds for exercise or athletics, and the difficulty in acquiring adjoining property for that use and expansion. A paragraph in the minutes of the school board meeting of 26 November 1929 defines the board's situation and their view on future action.

Mr. (Stahle) Linn, as Chairman of the Board, reported that he had had an extended conference with Prof. Johnson, of Livingstone College, relative to relief of the present condition in the Price Elementary School. It was the opinion of the Chairman that he had satisfied Prof. Johnson and his followers for the present and that the present arrangement could be continued for this year, with the understanding that the Board is arranging at the earliest date possible to separate the High School and Elementary Grades and build a separate building for one or the other of the departments. It was suggested that the Superintendent confer with Prof. Johnson and other Colored citizens of Salisbury and that an effort be made to work out a building program for the situation in question. This entire arrangement appeared to have the approval of the members of the Board present.

A part of the delay in addressing the overcrowding at Price School had to do with the question of whether the new facility would be an elementary school, with the black high school remaining in the present school building, or the opposite situation. The matter of a possible cooperative effort with Livingstone College also continued to cloud a resolution. However, by 31 December 1929, when the board met for the last time in this critical decade, Superintendent E. J. Coltrane, who had succeeded Mr. Phillips, had identified the two funding sources that would finance the construction of a new building: a grant from the Rosenwald Fund, estimated at \$10,000 to \$15,000, and a loan of \$30,000 or more from the State Literary Fund.

The new building and its location remained in discussion into and through 1930, however, by 22 April 1930 the minutes indicate the board's decision to build a new high school building and to

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locate it on either Livingstone College property or the Partee family lands. Three months later, on 21 July, Superintendent Coltrane announced the State Board of Education's decision to grant a loan of \$30,000 from the State Literary Fund. It was also at this meeting that the two three-member committees previously appointed to locate a site for the new building and to oversee its erection, respectively, were combined into a single committee comprising Henry P. Brandis, William O. Ryburn, Arthur Gregory Peeler, Claudius Stedman Morris, and Mrs. William Chambers Coughenour. The new building committee, with Henry P. Brandis as chairman, proceeded with their deliberations into fall 1930 and decided to locate the new high school on the Partee family property. On 13 January 1931 Chairman Brandis announced his agreement with the Partee heirs to purchase a six-acre parcel for \$4,000. In the event the acquisition of the new site proved to be more complicated than foreseen. A petition to condemn the land "selected as the most suitable and convenient site to be found in the corporate limits of the City of Salisbury" was entered in Rowan County Superior Court on 13 July 1931. With the cooperation of the Partee family, the positive outcome of the condemnation proceeding was assured.<sup>11</sup>

On 19 August 1932 Superintendent Coltrane reported the building committee's award of the contract for the design of the new black high school to "Barbee and Yoe, local architects." Apparently the award of the contract much preceded the announcement. Two weeks later, on 3 September, Mr. Coltrane informed the board that "Barbee and Yoe, . . . had furnished plans and specifications to at least ten different contractors and that bids for the erection of said building would be received up to two o'clock on the afternoon of September 16."

A special meeting of the school board was held on 16 September to consider the submitted bids for the construction of the school building and separate heating and plumbing contracts. Thirteen building concerns submitted bids. Jack W. Long of Durham submitted the lowest bid of \$30,450. The next lowest bid was that of Edward Walter Wagoner, a Salisbury contractor, at \$31,350. The inclination of some board members to favor the local concern was short-lived--and unlawful, and on the seventeenth the board voted to award the contract to Mr. Long whose work was endorsed "by numerous testimonials from responsible citizens of Durham, Burlington, Pittsboro, and Siler City, where Mr. Long had constructed school buildings." The heating and plumbing contract of \$5,552 also went to an out-of-town firm, Piedmont Plumbing and Heating Company of Gastonia. On 29 October the school board awarded the contract for the hardware to the Salisbury Hardware & Furniture Company at \$435 for "the Russell & Erwin line." The contract for electrical fixtures was awarded to W. L. Walton Electric Company, another local company, at \$216.75. The contract for the construction of the high school building was signed on 21 September 1931 at a price of \$29,651.30, and it called for the fourteen-classroom building's completion by 31 December 1931. That date was met.

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A lengthy front-page article in the *Salisbury Evening Post* on 6 January 1932 appeared under the heading "New Negro Hi School Completed And Accepted By City And State Officials: One of Best In South." John J. Blair, identified as the state director of school planning, had inspected and accepted the building in late December and described it as "very beautiful indeed. In fact it is one of the best I know of in the south." William Frontis Credle, supervisor of the Rosenwald Fund for North Carolina, also inspected and accepted the building. He, too, was "much pleased" with the building as was G. H. Ferguson, director of the Division of Negro Education, North Carolina Department of Public Instruction, who likewise inspected and accepted the building. The local school board building committee formally toured the building and accepted it on Tuesday afternoon, 5 January 1932.

The newly-completed J. C. Price High School, whose construction had been supported by a grant of \$5,300 from the Julius Rosenwald Fund, also occupies an important place in the history of the fund's commitment to black education in North Carolina. Incorporated in 1917 in Chicago and endowed by Julius Rosenwald (1862-1932), president of Sears, Roebuck and Company, the Julius Rosenwald Fund, was the major benefactor of black education, and particularly rural black school construction, in the South in the period up to 1932, when the fund closed its school building program. The earliest Rosenwald-supported schools predate the official incorporation. The first "Rosenwald School" was dedicated in Alabama in 1913 and the first Rosenwald school in North Carolina was built in Chowan County in 1915. Over the life of its support for school construction, the Julius Rosenwald Fund supported the construction of 5,357 schools, shops and teacherages in the United States. Eight-hundred and thirteen of that number were built in North Carolina, the most in any state in the nation. Many of these buildings were built to plans provided by the Rosenwald Fund or to those published in 1924 by the fund in *Community School Plans*. This booklet illustrated plans for schools ranging in size from one room to seven-rooms.<sup>12</sup>

Four known schools were built with Rosenwald Fund assistance in Rowan County. One- and two-room schools were built in 1919-1920 in Rockwell and North Spencer, respectively. In 1929-1930 a four-room school was built in Cleveland to plans adapted by Thomas Hooper Yoe from a published example. J. C. Price High School was the fourth known school supported by the Julius Rosenwald Fund in Rowan County. It reflected a shift in the fund's funding priorities, effected in 1928, to include high school and college building projects. In the event, J. C. Price High School is one of the last-built schools in the nation whose erection was supported by the Rosenwald Fund and possibly the last of the 813 projects in North Carolina. The Julius Rosenwald Fund aided the construction of five schools in North Carolina in 1931-1932 with grants totaling \$12,700. The contribution to J. C. Price High School of \$5,300 was the largest of the group that included schools in Chatham (\$2,000), Northampton (\$700), Pender (\$500) and Warren (\$4,200) counties.<sup>13</sup>

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The long, front-page article celebrating the completion of J. C. Price High School was published in the *Salisbury Evening Post* on 6 January 1932. In an adjoining column the *Post* published a short notice under the caption "Julius Rosenwald Is Thought Near Death." Julius Rosenwald died in Chicago on 6 January 1932. The school construction projects funded in the cycle for 1931-1932 were possibly the last. With Mr. Rosenwald's death, Edwin R. Embree, the head of the Julius Rosenwald Fund, ended its support for school construction. Whether J. C. Price High School is actually the last school built in North Carolina with support from the fund, or simply one of the last, remains to be confirmed, however, given its appearance and remarkable integrity it is an inarguable capstone to the history of school funding by the Julius Rosenwald Fund in North Carolina.

The expansive description of the new J. C. Price High School and its facilities published in the *Salisbury Post* gave voice to the remarkable achievement it represented in the history of black education in Salisbury. It was not only the first building in the city erected exclusively for black high school use, it was also the largest black school erected here and it provided facilities that had not previously been available to Salisbury's black high-school-age students. In addition to the standard classrooms, the building contained a combination library-study hall, science laboratories, a home economics department, a six-hundred seat auditorium, and "two large shops which will be used for teaching boys manual arts such as woodwork, bricklaying, plumbing, sheet metal working, and allied subjects." The generally level grounds also provided generous space for athletic fields, however, the school plans did not include a gymnasium nor a cafeteria. With the completion of some final fittings and equipment installation, including desks to be supplied by the Southern Desk Company of Hickory, the building was to be occupied some two weeks later. "Plans call for the immediate moving of the four high school classes, (the eighth through eleventh grades), while next fall, it is expected that the seventh grade will also be moved there, and thus about 400 students will make use of this modern and commodious building." At the end of the 1931-1932 school year, Mr. Hall reported an enrollment of 269 students in the four high-school grades at the new school with instruction by nine teachers. The 1932 graduating class comprised thirty-eight students.

Louico Hamilton Hall, who was fifty-two years of age when students transferred to the newly-built J. C. Price High School in winter 1932, remained principal of the school through the 1946-1947 academic year. His principal's reports for this period reflect stability as well as fluctuations in the student enrollment during World War II. Student enrollment rose to 352 in 1938-1939, decreased to 204 in both 1943-1944 and 1944-1945 and back up to 256 in his final year in office. The graduation rates followed a similar trajectory. Through the period the curriculum generally broadened except that instruction in Latin ended in the 1936-1937 year. French remained a foreign language offering. Home economics and industrial arts/manual training were mainstays

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in the curriculum. Beginning as early as the 1936-1937 year, the home economics department participated in the preparation of meals and the operation of the lunch-room for which credits were earned. In the final year of Mr. Hall's principalship, there were eleven teachers on the staff at Price with Mr. Hall teaching one class in Negro history.

When it opened in January 1932, the J. C. Price High School represented the culmination of Louico H. Hall's twenty-year crusade for improved educational opportunities for Salisbury's black high school students. Beginning in 1911, he had undertaken a series of initiatives, including the addition of grades, improvements in the curriculum, and the hiring of better-educated and more qualified teachers. These changes began at Dixonville and they continued when he relocated in 1922 to the Monroe Street School, first named for Dr. Price. However, the limited space and crowded conditions in that building severely limited his options and the possibilities for his students.

The newly-opened Price High School, with a library, fitted-out science classrooms, a home economics classroom for girls, and a large auditorium, provided opportunities for black students that had simply been unavailable to them previously. Louico H. Hall had the privilege of presiding over the new facility for fifteen years. During this period he resisted feelings of self-satisfaction and he continued to guide the fortunes of black high school students through every means possible, including lunch-room service and a free-standing building for teaching manual and industrial arts, among countless personal efforts. Even now, sixty-three years after he resigned as principal and forty-six years after his death in 1964, his name is uttered with respect and gratitude. His memory is held in awe.

The school physical plant remained the same through Mr. Hall's sixteen-year tenure except for the addition of a free-standing one-story frame building, sheathed with imitation brick siding, that was erected ca. 1936-1937 for the manual and industrial arts classes. Rectangular in plan it stood due north of, and on axis with, the school's west wing into the later 1950s. Its construction is believed to have coincided with the addition of lunchroom services at Price during the 1936-1937 school year. The lunchroom, its kitchen, and pantry were located in the former shop space at the north end of the auditorium tee where it remained until being moved to a new purpose-built cafeteria in about 1957.

Important improvements, however, did come during the short tenure of Mr. Hall's successor as principal of J. C. Price High School. Oliver Cleveland Hall (1904-1953), a graduate of Livingstone College, had joined the faculty in the summer of 1936 as an instructor in French, Latin, and English and he had remained on the faculty as a teacher of French and English courses through the spring term of 1947. When classes resumed for the 1947-1948 year, he occupied the principal's chair and remained principal until his unexpected death on 6 May 1953.

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Demobilization at the end of World War II, occasioned an increase in the student body and the press for classes that met the needs of older returning veteran students, some of whom had been drafted while in school. The Veteran's Bricklaying Class was instituted on 16 November 1947 with Floyd Wilkins as the instructor. "The Pricean" for 1949 featured photographs of both the Veteran's Bricklaying and the Veteran's Carpentry classes. A note at the end of the class history for 1949 cited sixteen students having completed the eighteen-month course and that "We have done work for the City Schools of Salisbury which gave us practice and wonderful progress."<sup>14</sup>

The Veteran's Bricklaying Class was involved in the construction of major additions to the school which were completed in the 1950s. The first of these was a new gymnasium that was completed in 1951 and named for Luico Henry Hall. The gymnasium was designed by John Richard Hartlege Jr. (1913-1985) and erected by the Wagoner Construction Company. A photograph of the L. H. Hall Gymnasium appeared in "The Pricean" of 1952 together with a photograph of the "Homemaking Practice Cottage." The gymnasium is a tall rectangular gable-roof building with one-story flat-roof dressing room blocks on its north and south gable ends and a long one-story shop classroom occupying its east side elevation. The "Homemaking Practice Cottage," a small one-story gable-front frame cottage with lattice porch supports, was built on the east edge of campus near Partee Street.<sup>15</sup>

It fell to Dr. S. O. Jones, who succeeded Oliver C. Hall as principal in 1953, to oversee the major building program at J. C. Price High School in 1956-1957. The improvements to the J. C. Price High School campus comprised three principal components: two new buildings and renovations to the original 1931 building. All were designed by Salisbury architect John Erwin Ramsay (1915-1991). A new classroom wing was one of the two new buildings. The one-story elongated, rectangular classroom building, illustrated by a photograph labeled "Senior High Wing" in "The Pricean" in 1957, was positioned on the east side of the 1931 building and parallel with the east wing; a covered walkway links the two buildings. The classroom addition contained eight standard-sized classrooms in the south half and two large science labs and a large, fitted-out home economics lab, together with restrooms in the north half of the building. A new cafeteria, a one-story brick veneer building, and the first such purpose-built cafeteria at the school, was erected on the west side of the 1931 block and south of the L. H. Hall Gymnasium, between it and West Bank Street in 1956-1957. The 1931 building effectively became a junior high school, and the changes were all inside the building. The former science and home economics labs in the west wing were simply refitted as three standard classrooms. In the east wing the library was remodeled and two adjoining former classrooms were incorporated into its expanded reading, study, and administrative spaces. The principal's office was relocated in an expansion of the small office on the east side of the vestibule, a suite of administrative spaces that expanded eastward into the adjoining classroom and included a walk-in safe for record storage. Portions of classrooms in both the east and west wings were partitioned to form

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passageways, with steps that descended to the walkways linking the 1931 building with the senior high classroom block on the east and the gymnasium and cafeteria on the west.

This important expansion of J. C. Price High School was the last improvement made to the facility and the final significant investment in segregated black educational facilities in Salisbury. It occurred soon after the United States Supreme Court's decision in the case of *Brown vs. the Board of Education*, Topeka, Kansas, handed down in 1954. Integration of the Salisbury city schools was slow to come, and J. C. Price High School remained in operation as the city's high school for black students through the 1968-1969 school year. Some few black students attended Boyden High School, Salisbury's only white high school, beginning in the 1963-1964 academic year. Full integration came in late summer 1969, with the opening of the 1969-1970 year when all of Salisbury's high school-age students attended Boyden. During this transitional decade, three men held the office of principal at Price. Dr. S. O. Jones was succeeded in 1964 by George W. Miller who served until 1968. Alexander Monroe presided in 1968-1969 over J. C. Price High School's final year as a black public high school in Salisbury. In 1970 Boyden High School was renamed Salisbury High School and the school colors were merged into a tricolor palette of red, black, and gold, which remain in use to the present.

With the graduation of its senior class in May 1969, J. C. Price High School effectively ceased to be used as a public school facility. This denouement came as the result of a series of administrative actions taken by the Salisbury Board of Education. The use of Boyden High School, the finest, most expensive school erected in Salisbury to date, as the city's integrated high school was a given. The school plant's ability to serve that purpose was possible because the ninth grade at Boyden had been moved out and relocated with Salisbury's white seventh and eighth-grade students in J. H. Knox Junior High School, which opened in 1965. With full integration in 1969-1970, the black and white students in junior high classes attended J. H. Knox Junior High School and the upper high school students of both races attended Boyden/Salisbury High School. This arrangement continues in general practice. Today, with the discontinuance of the junior/senior high classifications, Knox Middle School houses grades six, seven, and eight, and Salisbury High School educates students in grades nine through twelve.

Whether the use of the Price complex was considered seriously for use as a city elementary school is unclear. Certainly, the relatively recent improvements of the 1950s, the gymnasium, new classroom wing, and cafeteria, represented investment and offered themselves for continued use. However, in Salisbury, as in so many other cities in North Carolina and the South, the former black school buildings were generally abandoned. The unspoken, but acknowledged reality was that white parents were largely unwilling to see their children educated in formerly black schools, and school boards were unwilling to enforce such politically and socially-charged arrangements.

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While many black schools in North Carolina fell into disuse, disrepair, and saw eventual demolition, the fate of J. C. Price High School has been altogether brighter. Excepting the compromising changes to the cafeteria interior and less extensive alterations to the gymnasium interior, the school plant has survived as a remarkably-intact landmark of black education and social history in the city of Salisbury and arguably in a larger sphere. On 20 December 1983 the Salisbury City Board of Education conveyed the campus of J. C. Price High School to the City of Salisbury, the present owner.<sup>16</sup> The facilities of the school plant have come to serve important social, civic, and educational needs while Salisbury's two other twentieth-century black school buildings, Lincoln School and the nearby Monroe Street School stand unused, boarded up, and with an uncertain future.

The Salisbury-Rowan Community Service Council, Incorporated, occupies offices in the original 1931 school building which also contains offices of other, related social service entities as well as those of the Head Start program. The classrooms in the 1950s senior high school wing are used as classrooms for Head Start, which utilizes the former home economics laboratory as its cafeteria. These two buildings have seen very little change over the past forty years except in the 1931 building where a simple partition wall was added in a classroom to create a conference room with adjoining rudimentary kitchen facilities and non-structural, office landscape partitions have been added in others to create multiple work stations in a single classroom.

The 1951 L. H. Hall Gymnasium, now the location of a community-wide basketball program operated by the city parks and recreation department, also retains a high degree of integrity. While the gymnasium, the boy's locker room and the shop remain virtually unaltered, except for the removal of moveable bleacher type seating in the gymnasium, the former girls' locker room in the south one-story block has been completely remodeled. With the expanded public use of the gymnasium, a new entrance and lobby were installed in the west end of the block with women's and men's lavatories, opening off the lobby and occupying the center "third" of the block. The east "third" of this rectangular block has been partitioned to provide four small offices that open off a spine-like passage. The finishes in these areas generally date to the renovation that was designed by KKA Architecture in 2001. Today the exterior of the Price High School cafeteria looks largely as it did on completion in 1957, however, the interior has been completely reconfigured, partitioned, and fitted with new conventional, low-cost fittings and finishes as the offices of the Salisbury Community Development Corporation. This renovation was designed by KKA Architecture in 1997.

Local pride in this building and its history as the J. C. Price High School has remained strong through the past four decades. The J. C. Price High School National Alumni Association was organized on 28 June 1986 at the first official reunion attended by some 126 former students,



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who resided nationwide. The association continues to support alumni activities and a college scholarship program for black Salisbury students. The association is also supporting the preparation of this nomination.

### Architectural Significance

The local significance of the J. C. Price High School in the area of architecture reflects its survival as an important example of twentieth-century school construction in Salisbury, and its association with the highly-important school construction program in the South supported by the Julius Rosenwald Fund. With its original building supported by a construction grant of \$5,300 in 1931, a significant part of its approximate \$30,000 cost, from the Rosenwald Fund, the Price High School is one of the last buildings in North Carolina whose erection enjoyed the philanthropy of the Fund. With Julius Rosenwald's death in January 1932, support for school construction was ended, and the eponymous fund turned to supporting other efforts for black education and social and economic advancement. Ironically, J. C. Price High School is also one of the few known Rosenwald schools in North Carolina that reflected the "Georgian-Colonial style" adopted by the fund when it revised its legendary 1924 plan book. *Community School Plans: Revised In 1931* was surely known to its architects. When the original campus was enhanced with additional freestanding buildings in the 1950s they too were designed by Salisbury architects, John Richard Hartlege Jr. and John Erwin Ramsay.

Both architecturally and chronologically, the J. C. Price High School stands among a small group of buildings erected in a brief period from 1922 through 1931 that represented a dramatic modern address to the educational needs of both black and white students in Salisbury. Two of these buildings were new school plants, the former J. C. Price High School/Monroe Street School (NR, 2004) and Boyden/Salisbury High School (NR, 1996), that were supported by the bond initiative endorsed by voters in a special referendum in June 1921 that also funded significant classroom additions to three of the city's four white graded schools, Innes Street, West Ward, and North Main Street. The construction in 1931 of this building, the third entirely new school plant of this period, funded by a grant from the Julius Rosenwald Fund and a loan from the State Literary Fund, was effectively the capstone to this then unprecedented investment in public education in Salisbury. More than thirty years would pass before another school plant would be erected in Salisbury. J. H. Knox Junior High School, named for the long-time principal of Boyden High School, was completed and placed in service in 1965.

In 1931 the choice of local men to design J. C. Price High School represented a departure from earlier practice. In 1921 when the Salisbury School Board began discussions that led to the first phase of the period's building program, it looked beyond Salisbury to architectural talent in larger cities of the Piedmont. The initial consideration of Greensboro's prominent Harry Barton was succeeded by its hiring of Willard C. Northup of Winston-Salem in October 1921. He

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produced the plans for the new black school, which would first be called J. C. Price High School, and the additions to three existing white graded schools which were largely completed in 1922. The competition for the design of the city's new white high school was keener in 1923-1924. The board chose Christopher Gadsden Sayre (1876-1933), the architect of the hour in North Carolina school design, who was then seeing to completion the city high school in nearby Concord, the construction of Claremont High School in Hickory, and he was the designer of six public schools erected in Raleigh in the early 1920s. Each of those buildings represent a dominant mode in educational architecture of the 1920s. In 1921 Willard C. Northup's design for the new black high school in Salisbury was a three-story variant of functional classicism, distinguished by symmetrical bands of windows, textural striation in its brickwork, and modest classical detailing. Boyden High School is a text-book example of the Collegiate Gothic style seen also at the former Gastonia High School of 1922, Roanoke Rapids Junior-Senior High School of 1921, and the Washington Graded and High School completed in 1924 in Raleigh.

The choice of local designers also reflected the financial exigencies of the time. Distress that was growing nationally into the Great Depression was exacerbated locally by the lavish expenditure on Boyden High School and other education expenses. Thomas Hooper Yoe (1902-1955), the son of the Reverend Alfred M. Yoe and a native of Birmingham, Alabama, came to Salisbury in the 1920s and worked as a draftsman. Little is known of his life and work, except in association with educational facilities, beginning in 1929, when he revised the Rosenwald Fund plan for a four-teacher school, to be built at Cleveland, North Carolina, for the Rowan County Board of Education.<sup>17</sup>

The circumstances under which Mr. Yoe formed a partnership with a Mr. Barbee and secured the commission in summer 1931 to design the new black high school are unclear.<sup>18</sup> Neither he nor anyone by the name of Barbee are known to have been registered as architects in North Carolina or to have been members of the state chapter of the professional association. It appears possible that with his work on the Cleveland school he might have formed an acquaintanceship with officials of the Julius Rosenwald Fund and the city school board that enabled him to prepare the plans and for both entities to approve them.

The plan for J. C. Price High School is an almost entirely symmetrical, Colonial Revival-style fourteen-room school which represents a free adaptation and enlargement of the twelve-teacher school plan, Floor Plan No. 17, published in the 1931 revision of *Community School Plans*. The school's H-shape footprint, with an auditorium tee on the north side of the cross-bar, survives essentially intact to the present. The interior plan of the school also has an H-shape with paired offices flanking the vestibule, behind the portico, and classrooms aligned along the H-shape hall. The auditorium entrance is on axis with the front door. An inset extension on its north end was designated as the boys' shops. The boys' lavatory and the janitor's closet in the east part of the

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school are complemented by the girls' lavatory and a schoolbook closet in pendant positions on the west. The school library is located in the south front of the east wing. The only departure from strict symmetry is a slight projection of the north end of the east wing beyond that of the west wing.

The school building, described as filling "a long-felt need in the educational program of Salisbury" in the celebratory article in the *Salisbury Evening Post* on 6 January 1932 was built by the contracting firm owned by Jack William Long (1888-1948) of Durham, North Carolina. The J. C. Price High School and its campus remained as built for twenty years except for the ca. 1936-1937 addition of a simple one-story freestanding gable-front frame building to house the manual and industrial arts classes for boys that were relocated from the main building and their former rooms adapted as the school kitchen and lunchroom.

When additions were made to the school plant in the 1950s, their designers paid deference to the classical symmetry and integrity of the 1931 building and located the new blocks in complementing freestanding positions. A utilitarian gymnasium, the first of the three new buildings, was designed by Salisbury architect John Richard Hartlege Jr. and completed in 1951 on the west side of the core building.<sup>19</sup> John Erwin Ramsay, another Salisbury architect who rose to prominence in the 1950s, designed the new senior classroom wing and lunchroom added on the Price campus in 1956-1957. The classroom wing was placed on the east side of the 1931 building and parallel with its east wing to which it was linked by a simple metal-covered walkway. Its mass was effectively matched on the west side of the Price campus by the offset placement of the cafeteria between the gymnasium and West Bank Street. While Mr. Hartlege's gymnasium had an obvious utilitarian appearance, Mr. Ramsay enhanced his buildings with simple and inexpensive, yet inventive modern detailing.

Today, the high schools erected, respectively, for the white and black students of Salisbury stand as important architectural landmarks in the city and as important examples of scholastic architecture as well. In both instances, at Boyden and at Price, when supplementary structures were needed, the integrity of the original structures was preserved, and the additions were made as freestanding buildings. This deference was first seen at Boyden, when the Salisbury School Board erected freestanding music and industrial arts buildings on its campus to designs made by Thomas Hooper Yoe in March-April 1938. In the 1950s Messrs. Hartlege and Ramsay returned the favor to Mr. Yoe, perhaps unknowingly on a personal level, but nevertheless acknowledging the architectural clarity of his accomplishment in the design of J. C. Price High School.

### Endnotes

1. The Livingstone College Historic District was listed in the National Register of Historic Places in 1980. The district includes the Price Memorial Building, the tomb of Joseph

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- Charles Price, and thirteen college-related residences including that of Dr. Price at 828 West Monroe Street and Louico Hamilton Hall, the principal of the two successive schools named for Mr. Price, at 912 West Monroe Street. The black school at 1100 West Monroe Street that was known first as the J. C. Price High School from ca. 1923 through 1931 was listed in the National Register as Monroe Street School in 2004.
2. For Dixonville see Betty Dan Nicholas Spencer's *Remembering Dixonville And East End, Salisbury, North Carolina* (Winston-Salem: Josten's, 2008). In 1961 Dixonville, one of the two largest, stable black communities in Salisbury, was targeted by the newly created Redevelopment Commission of the City of Salisbury. A twenty-acre tract identified as the Dixonville Urban Renewal Area was subsequently enlarged to fifty-five acres and funded as the Southeastern Urban Renewal Area No. 1. Appraisals and a photographic survey of buildings in the enlarged area were completed in 1962-1963, and in July 1963 the Shaver Street Grocery, first of 230 houses and neighborhood buildings to be demolished, was razed (Spencer, ix). *Remembering Dixonville and East End* is an annotated catalogue of photographs of the lost community.
  3. An aerial view of Lincoln School and the surrounding neighborhood, showing certain realignments of streets in the redeveloped area, appears in Spencer, xxii. The grounds of Lincoln School adjoin those of the United States National Cemetery, Salisbury, on the north and west sides of the former campus.
  4. The character and extent of an existing black community of former slaves residing in this area remains to be examined, however, the school trustees clearly saw this area as being attractive and supportive of a major black institution.
  5. The circumstances of Mr. Hall's birth remain to be confirmed. Both black and white historians of Salisbury's black history acknowledge "Louico Hamilton Hall" as Mr. Hall's name, a position based on spellings appearing on his 1945 marriage license. He was known publicly as "L. H. Hall." Mr. Hall also provided the names of his parents when he applied for the marriage license. The office of the Register of Deeds for Rowan County has two death certificates for "Lucio Henry Hall." The earliest of the two, signed on 16 April, five days after his death, lists his birthplace as Rowan County; the informant was Mrs. Nellie D. Plant of Los Angeles, California. A second certificate, dated 5 May 1964, gives Cabarrus County, North Carolina, as his birthplace, identified Mr. Hall as a retired school teacher, and was more specific regarding the cause of his death; the informant was Miss Annie Belle Pharr of Salisbury. Dr. Frank B. Marsh signed both certificates. Mr. Hall's obituary in the *Salisbury Post* lists his birthplace as Scotch-Irish Township, Rowan County. An examination of the 1880 Rowan County Census records for the township provides no identifiable confirmation of his parentage.
  6. The author reviewed the minutes of the City Board of Education for Salisbury from 1920 through 1934 for the background to the construction of the first J. C. Price High School

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- building, 1100 West Monroe Street, and this school at 1300 West Bank Street for this nomination.
7. The school board's turn to Winston-Salem and its experience with school construction was supported by personal contacts. Francis Burton Craige (1875-1945), Mr. Boyden's son-in-law, was a leading citizen of Winston-Salem having long served as an attorney for the Reynolds family and the R. J. Reynolds Tobacco Company.
  8. The contract for the "Erection of the Colored School Building" was signed on 15 March 1922. The "Work to be started at once and pushed to completion with all possible speed, in accordance with good work, so that the building will positively be finished, ready for occupancy, not later than September 1<sup>st</sup> - 1922." The school was apparently completed close to schedule. On 26 September 1922 the school board approved the order for seating in its auditorium. A copy of the contract survives in the Rowan-Salisbury School Collection, Rowan Public Library, Salisbury.
  9. The report for 1926-1927, located in the Black High School Principals Reports, Division of Negro Education, Department of Public Instruction records, State Archives, is the first known surviving report for black high school work in Salisbury preserved in those records.
  10. Mr. Hall notes this effort at the end of his 1926-1927 report. "The City of Salisbury has made application to the Trustees of Livingstone College to secure 10 acres of land by lease, on which to build a modern High School building costing \$200,000. A Committee from each group has been appointed. The out look is good." This venture was promoted by James H. Johnson (ca. 1874-1931), a professor at Livingstone College who had served as principal of the college's high school division.
  11. The six-acre tract sought by the school board lay on the north side of West Bank Street Extended and included parcels assigned to four of the ten children of Robert Partee (18\_\_-ca. 1900) in the division of his real estate in which their mother, Margaret Partee, held a dower interest. Because of the deaths of some heirs, remarriages, the removal of heirs to Asheville, North Carolina, and the states of New Jersey and Washington, and the unknown whereabouts of another heir, condemnation was the surest way to a clear title to the property. Commissioners were appointed to appraise the land and assign value. On 1 September they made their report and assessed a valuation of \$3,719.65 to be paid to Margaret Partee and nine members of her family. Superior Court Records, Special Proceedings, 23/176-188.
  12. A brief account of the Julius Rosenwald Fund and its support for black school construction appears in Thomas W. Hanchett, "The Rosenwald Schools and Black Education in North Carolina," (*North Carolina Historical Review* 65 (October 1988): 387-444, including appendix.
  13. See "Annual Report to Julius Rosenwald Fund, 1931-1932, Aid to Counties by Objects," Department of Public Instruction Records, North Carolina State Archives. The report also

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- listed the gift of \$48.63 for "Vocational Equipment" to the school. The newspaper article reported a contribution of \$300 for equipment and another of \$600 for the library. The aid of \$5,300 to Price High School was not only the major part of \$12,700 donated for school construction but a significant portion of the total amount of \$17,858.49 for all purposes in 1931-1932.
14. The 1949 number of "The Pricean" is the second oldest known surviving edition of the school yearbook held by the Rowan Public Library. A copy of the 1943 yearbook is the oldest in its holdings. Others, up to the final number in 1969, are in its collection.
15. Whether the Veteran's Carpentry Class was involved in the construction of this cottage is unconfirmed but likely. According to local tradition it was moved from the school premises and relocated in the neighborhood, however, its existence and location are as yet unconfirmed.
16. The deed is dated 20 December 1983 (Rowan Deeds, 610/361). The transaction included the Partee lands that had been condemned by the City of Salisbury in 1931 and conveyed by the city to the Salisbury City Board of Education in 1957 (Rowan Deeds, 407/113-114) together with two small adjoining parcels on the east side of the campus that had formerly been in the Partee family (Rowan Deeds, 327/86 and 333/218).
17. A copy of this plan, dated 7 September 1929, together with others, undated but appearing to be of the late 1920s and early 1930s, were transferred to the Rowan Museum in spring 2009 from storage in the former Supplemental Education Center at J. H. Knox Middle School. Mary Jane Fowler brought it to this author's attention. In 1938 Mr. Yoe designed two freestanding buildings for the campus of Boyden High School which are discussed in the nomination for that building. At present, his last work for the Salisbury Board of Education known to this author was the refitting and renovation of the Monroe Street School in 1941-1942, following a fire in summer 1941. Mr. Yoe was then either in the employ of Northrup and O'Brien of Winston-Salem or enjoyed an association with the architectural firm. Stairwell wings were added to the three-story school, on its east and west elevations, and its (hip?) roof with deep eaves was replaced by a parapet raised above a cornice band. In the 1940s or early 1950s Mr. Yoe relocated to Winston-Salem where he was living at his death on 13 July 1955. His body was interred in Salisbury's Chestnut Hill Cemetery. This author had a telephone interview on 1 September 2008 with Thomas Hooper Yoe III (b. 1950), who was only four years old when his grandfather died.
18. This author's attempts to identify Mr. Barbee, who was described as a resident of Albemarle, Stanly County, have been unsuccessful. His known association with Mr. Yoe appears only in this instance and in school board minutes in 1934 for unidentified "CWA" work.

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19. In 1954 Mr. Hartlege designed a new lunchroom and gymnasium for Boyden High School that were completed in 1955 and 1956, respectively. They are noted in that nomination.

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### 10. GEOGRAPHICAL DATA

Verbal Boundary Description: The boundary of the acreage included in this nomination of the J.C. Price High School is defined by the heavy line on the accompanying tax map at a scale of one inch equals 200 feet. This tract is a portion of the larger parcel, #005 141, held by the City of Salisbury and it includes a part of the right-of-way held by the Norfolk-Southern Corporation.

Boundary Justification: The boundary is drawn to include the site and setting of the J.C. Price High School's four constituent buildings and to exclude approximately one acre at the northwest end of the larger tax parcel that is occupied by a building erected in the 1950s as a community center. The nominated acreage, approximately 9.50 acres, includes the grounds historically associated with the operation of the school from 1932 through the 1968-1969 academic year. It includes property acquired by condemnation in 1931 as the site of the school and two additional Partee-family tracts acquired in 1949 for the eventual expansion of the school plant (see Rowan Deeds, 327/86 and 333/218). The grass-covered acreage along the northeast boundary, subject to the right-of-way of the Norfolk-Southern Corporation, is included as it historically has been used for recreational purposes by students and continues in that use to the present and for parking. The grass cover is a seamless part of the school grounds, and it is mowed and maintained by city staff.